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ABSTRACT

Intended for use in inservice training of teachers of mentally retarded and other children in the elementary grades, the packet includes general articles on career education, suggestions for integrating career education into content areas, recommended activities for the classroom, and ideas for teacher made materials. An article on the nature of career education focuses on such elements as self awareness, economic awareness, decision making, and employability skills. Examples of providing career awareness activities to elementary grade students are given in an article by A. Peters. Eight steps for integrating career education into content areas are outlined. Provided is a listing of behavioral objectives for primary and intermediate grades in such areas as self, career, society, economics, and technology. Specific suggestions are given for activities (such as having various employed persons visit the class) to develop career awareness in mentally retarded children. Also included are a list of procedures for teaching prevocational concepts at the elementary level and sample charts. (DB)

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career education

career education

INSERVICE TRAINING PACKET

CAREER AWARENESS

MR. HERB A. SANG
SUPERINTENDENT

MRS. JULIA M. WICKERSHAM
DIRECTOR OF EXCEPTIONAL
STUDENT PROGRAM

FLRS/CROWN
DUVAL COUNTY
TITLE VI-B
EHA
Serving
CLAY, DUVAL, NASSAU
ST.JOHNS COUNTIES

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INSERVICE TRAINING PACKET/CAREER AWARENESS

INTRODUCTION

THE CAREER AWARENESS PACKET IS DESIGNED TO BE USED AS THE BASIS FOR A BRIEF INSERVICE WORKSHOP TO PROVIDE TEACHERS WITH IDEAS, MATERIALS AND RESOURCES FOR CAREER AWARENESS. IN ADDITION, IT IS CONSTRUCTED IN SUCH A WAY THAT IT CAN BE USED BY AN INDIVIDUAL TEACHER WITHOUT WORKSHOP TRAINING.

THE PACKET INCLUDES GENERAL ARTICLES ON THE TOPIC, SUGGESTIONS FOR INTEGRATING CAREER EDUCATION INTO CONTENT AREAS, SPECIFIC ACTIVITIES FOR THE CLASSROOM, AND IDEAS FOR TEACHER-MADE MATERIALS.

WE REGRET THAT, DUE TO THE MEANS BY WHICH THESE IDEAS WERE COLLECTED, THE ORIGINAL AUTHORS ARE NOT ALWAYS CREDITED AS THIS INFORMATION WAS NOT AVAILABLE TO US.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

WHAT IS CAREER EDUCATION ANYWAY?*

The most common conceptual framework for career education is structured around eight central components, or "elements," which taken together with eight corresponding "outcomes," give us the most widely used and accepted functional definition of career development. This model, originally formulated at The Center for Vocational and Technical Education of The Ohio State University, and supported by developmental funds from the U.S. Office of Education, is the closest thing that now exists to a "national model" for career education. It is, at present, the most common answer to such questions as, "How do you implement the career development process in a curriculum?" and "What behaviors should learners who are involved in career education display at any given phase of their career development?"

The eight elements and outcomes are the result of extensive research dealing with career development, as well as the practical experience gained during the trial-and-error period of the precursor projects. The elements/outcomes framework sets no limits on the methods, techniques, or devices which should be used in accomplishing career education goals. On the contrary, they provide eight broad avenues to approach the expected outcomes, avenues, which are broad enough to contain a great deal of diversity and flexibility. The elements are:

★1. SELF-AWARENESS

Self-Awareness refers to the knowledge of self-that will enable an individual to make career decisions. This element can be further broken down into the following subcomponents:

The ability:

- -to relate one's interests, achievement to the realization of one's career inspirations.
- -to use and understand the concept "role".
- -to understand and accept uniqueness of self, and past and future change.
- -to understand the environmental forces which influence one's development.
- -to understand the relation of self to values.
- -to understand the importance of self-goals based on self-knowledge.

Self-Awareness Development is the process of developing each of the above abilities in the individual from kindergarten through the adult years. Such a process would result in an individual who is able to use self-knowledge in making career decisions. The outcome of Self Awareness is:.

★ 2. EDUCATIONAL AWARENESS

Educational Awareness refers to the perception of the relationship of education to one's careers and life roles. This element can be further broken down into the following sub-components:

-the ability to understand that learning occurs both in and out of school.

-the ability to recognize education as part of total career education.

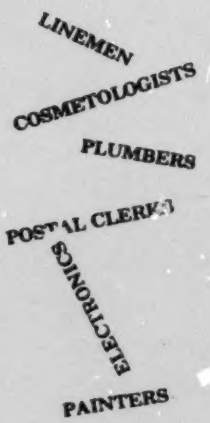
-the ability to recognize that different careers need different kinds of educational preparation.

-the ability to recognize education as a primary means for achieving life goals.

As the learner moves from kindergarten through the adult years, each of the above mentioned abilities is developed. Such a process of Educational Awareness Development would result in an individual who is able to relate the education he is receiving with his future roles. The outcome of Educational Awareness is:

★ 3. CAREER AWARENESS

Career Awareness refers to the understanding of the characteristics of the World of Work that determine one's life career decisions. This element can be further broken down into the following sub-components:



-the ability to understand the variety and complexity of careers in the World of Work.

-the ability to understand the relationship of careers to social goals, functions and needs.

-the ability to identify the characteristics of the preparations for various careers.

-the ability to understand that "career" involves progressive stages of preparation.

-the ability to understand the relationship of one's career to one's lifestyle.

Each of the above abilities takes shape in the learner as he moves from kindergarten through adulthood. Such a process of Career Awareness Development would result in an individual who is able to make career choices which are compatible with his desired lifestyle. The outcome of Career Awareness is:

★4. ECONOMIC AWARENESS

Economic Awareness refers to the perception of the relationship of the economic processes in the environment to one's life career. decisions. This element can be further broken down into the following sub-components:

-the ability to relate one's career roles to one's lifestyle and personal economics

-the ability to recognize the social and economic benefits of careers.

-the ability to recognize non-occupational means of acquiring wealth.

-the ability to relate personal economic status to social economy.

From kindergarten through adult years, each of the above abilities develops gradually. Such a process of Economic Awareness Development leads to an understanding of the economic environment that is necessary to shape one's career. The outcome of Economic Awareness is:

★5. DECISION MAKING

Decision Making refers to the skill of applying one's knowledge to a rational process of career choice. This element can be further broken down into the following:

-the ability to relate career goals to the process of making career decisions.

-the ability to identify, gather and apply information.

-the ability to identify and select alternatives, applying them in making decisions.

Each of the above abilities takes shape in the individual life moves from childhood through adulthood years. This process of Decision Making Development would result in a building of competent to direct his own career through a realizing way. The outcome of Decision Making is:

★6. BEGINNING COMPETENCE AND SKILL AWARENESS

This refers to both awareness and acquisition of which is necessary in the performance of tasks related to career awareness. This element can be broken down into the following components:

-planning and process skills such as the ability to making objectives, specify resources, outline steps of awareness, form the steps and evaluate the action.

-the ability to identify the tools required for _____, industry and commerce.

-the ability to identify the interpersonal relations involved in various career roles.

-the ability to perform basic entry level and preparatory level.

-acquisition of in-depth skills for entry into occupation(s)

Beginning Competency Development is a process which in the capacity to perform the basic tasks necessary for beginning an occupation. The outcome of Beginning Competence is:

★7. EMPLOYALBILITY SKILLS

This refers to the social and communication skills appropriate to career placement. This element can be further broken into the following sub-components:

-the ability to understand the implications of working in independent, team and supervised situations.

-the ability to relate one's interest and aptitude information to occupations.

-basic work habits and attitudes necessary for entering occupations of one's interest.

The process of Employability Skills Development takes place in the individual along the above lines. Such a process would result in readiness for placement consistent with the individual's career plan. The outcome of Employability Skills is:

★8. ATTITUDES AND APPRECIATIONS

This refers to one's feelings towards the social and economic environment in relation to one's life roles. This element can be broken down into the following sub-components:

-recognition of one's responsibilities involved in accepting a job/task.

-recognition of differences in the environment and the ability to be tolerant and flexible.

Development of Attitudes and Appreciations involves the acquisition of the above mentioned abilities as one moves from youth through adulthood. Such a process would result in a socially self-fulfilled individual who carries on an active and satisfying work role. The outcome of Attitudes and Appreciations is self-social Fulfillment.

Summing up this information, Career Development is a process that takes place in the individual as he/she moves from kindergarten days through adulthood years. It is basically an eight dimensional process, each dimension being referred to as an ELEMENT. Each element has a corresponding OUTCOME which refers to the end product of the development process. Thus, the overall end product of Career Development can be envisioned as an integration of the eight outcomes of an individual.

The challenge to education is to maximize the growth of the individual so that, by the time he arrives at a stage where it is necessary to make decisions concerning occupational or life careers, he will have acquired the necessary knowledge, skills, and attitudes to make the decisions that will lead to a productive and satisfying life.

* Reprinted with permission of the Authors of Career Education: An Introduction, Florida Department of Education, 1974.

ELEMENTARY AWARENESS

by
Avis Peters

Have you ever seen children in kindergarten through fourth year touch a four-month old lion cub? "How does such a fear fit into career education?" you may be asking. During the second annual Career Education Day at Tropical Elementary School, Plantation, Florida, awareness, the key word for elementary career education, was the "name of the game".

Through the efforts of a Parent Committee and the school Career Education Committee, student staff members and parents were becoming aware of a job that was most unusual--Education Consultant for "Lion Country Safari". Mrs. Pat Chandler had shown beautiful colored slides depicting the animals at Lion Country as she described their growth patterns, including weight and height or length at birth and at maturity, eating habits and changed in behavior. Then the curtains were drawn and on the stage stood a cage with a lion cub inside. Mrs. Chandler went into the cage and "Blake" jumped into her arms as any friendly killer would do. If a poll had been taken at the point concerning future careers among the students then policemen, firement and teachers would have been listed below lion tamers.

Modeling by fifth-year boys was unheard of until lovely Mrs. Rita Meilahn, daughter of the present principal and modeling instructor, "showed them the ropes," told them about the monetary remunerations, and personally put them through the paces.

For the fourth-year students, Gerald Hyduk portrayed, with pictures and words, the hard work behind the scenes in the life of a commercial artist.

Other guests who appeared were James Taylor, airline pilot and father of first year student, Holly; Veterinarian, Dr. Hopwood, and his expertly trained dog, Baker; Mr. Sweeney, doing real cake decorations; Judge Barbara Bridges and bailiff; and sixteen other career resource people doing an equally fine job of making the students aware of the many facets of the world of work.

What a memorable experience to culminate the Career Awareness (because that is what it is all about at the elementary level--AWARENESS) activities for this school year at Tropical!

A Career Education article written from an elementary principal's viewpoint must take references to reactions by students, staff members, parents, and community persons; these are the components of her world of work.

This big day did not just happen. The story really began in March 1972, with my appointment as elementary principal representative on the twenty-one member Broward County Career Education Steering Committee, the group charged with the responsibility for developing, implementing and coordinating the career education program.

Dr. James Smith, Project Director, together with Co-Chairman, Dr. Harry McComb and Dr. William T. McFatter, Jr., guided the group in the preparation of a statement of philosophy that included the following statements which have particular relevance to the elementary school:

Career Education is an attempt to make learning in all areas and at all levels realistic and relevant. Its fundamental concept is that such aspects of the education experience as curriculum, instruction, and counseling should be geared to helping each individual to appreciate the worth and dignity of work, to achieve economic independence, and to experience a sense of personal fullfillment.

Beginning at the elementary level with kindergarten children, Career Education focuses upon awareness of the existence of varied clusters of careers.

From the beginning, through units developed around career themes, students participate in a variety of activities which may involve "hands-on" experiences, field trips, and resource people.

Crucial to Career Education is the provision of a thorough system of guidance and counseling concurrent with instruction and skill development.

Career awareness, the primary goal of Career Education at the elementary level is defined as a process that includes knowledge of; the fifteen clusters, job families within each cluster; specific jobs within each job family; the tasks, tools, and preparation necessary for job entry; the relationship of specific jobs to other clusters. Other career elements which are also emphasized and interwoven with career awareness include attitudes and appreciation (with relevance in the development of a value system). Development of basic subject area skills, educational and economic awareness self-awareness, and decision making skills.

Each school staff interested in being designated as a career education model submitted to the County Career Education Steering Committee a letter in which a commitment was made to the concept of career education. Tropical submitted such a letter , was chosen as a participant, and with another elementary school, a middle and high school, formed a pyramid model to provide continuity of career education, K-12. Help was provided by the project in the form of a curriculum specialist's time, monies for staff members; writing sessions after school and on Saturdays, and workshop for staff development.

As a first step, we organized the Tropical Career Education Steering Committee composed of a teacher representative from each level, media specialist, guidance counselor and principal, and scheduled a monthly meeting. We also formed a Career Education Communications Committee comprised of members of the Steering Committee, three students, and three parents, and the community about the school's career education activities.

Plans were developed to provide continuity without repetition through the utilization of a cope and sequence of the fifteen clusters for each year-level throughout the school. All clusters would be covered twice in the awareness programs during a student's years in the elementary school.

Student objectives embodied in the program run the gamut from ability to "identify his parents' present careers" to the more sophisticated ability to "match a job of his choice with a job family and name things that the job has in common with other jobs in the family or related clusters.

With the active participation of parents and other volunteer community helpers, Career Education in the elementary schools has provided an activity-oriented vehicle for teaching and reinforcing basic skills through their appheation to careers. It has made the world of work a living, exciting, relevant part of school.

****

WHEN I GROW UP

When I grow up I want to be
Yet maybe now I don't,
For what I want to be now
Maybe later on I won't

Well when I grow older in a couple of years
When I become an....well a....
Well if I don't, and maybe I won't-
Well I'm not prepared to say.

But if I become which is what I think I'll become
Which is what I want to become because
It won't be a man who just sits and talks
He will be a man who does.

Tom Young
Duneland School Corp.
Chesterton, Indiana

STEPS IN INTEGRATING CAREER EDUCATION INTO CONTENT AREAS

1. Decide the content area in which you will be working.

2. Select a unit that you will be teaching from the content area.

3. If necessary, further divide the unit into sub-units of 5 to 10 days duration.

4. Before a teacher can intergrate career education into his content, he must first know the teaching purpose of his unit or sub-unit. Write in a declarative sentence what you want your students to know after you finish teaching the unit or sub-unit. This is the major idea.

5. Select a career objective from any of the five areas that you could incorporate into the unit you mentioned in #4. State it as a major idea so that it can be combined with the content major idea.

   Now you may incorporate the career education ideas into your unit in one of three ways.

   A. Rewrite the content major idea to include the career education objective. If you do this, then your teaching unit will be primarily career oriented.

   B. Keep your original content major idea. All components may not have career implications. If you have listed four components, three may be strictly content oriented. The fourth component may be the only one that has career implications. If you do this, you will have at least one lesson devoted to career education.

   C. Your major idea and your components may have no stated implications. You will bring out the career implications in the activities you use for each lesson or component.

6. List the components that you will need to teach in order to get your major ideas across to your students. A component is a word or phrase which will develop into a lesson.

7. Take each component and write a learning objective for it. The learning objective should tell what you expect the student to be able to do when he has finished the lesson.

8. For each component or lesson, list the learning activities that you would have your children do.

Content Area _____

Teaching Unit _____

Content Major Idea _____

_____

Career Education Objective _____

Career Education Major Idea _____

_____

Combined Content and Career Major Idea _____

_____

Components _____

_____

_____

_____

Learning Objective

Component 1 _____

Component 2 _____

Component 3 _____

Component 4 _____

Learning Objective

Component 1 _____

Component 2 _____

Component 3 _____

Component 4 _____

Component Number _____

_____

Learning Objective _____

_____

Activities:

BEHAVIORAL OBJECTIVES

The student will participate in activities reflecting his identifications with worker roles.

The student will identify the different kinds of work people do in the home, school, and community.

The student will compare and contrast the work and play in the school, home, and community.

The student will recall the many various jobs that he has performed over a period of time.

The student will name and discuss hobbies and interests.

The student will identify, within his immediate world, several jobs that are related and can be grouped into job families.

The student will identify and describe specific tasks within job families familiar to him.

The student will use primary communication, mathematical and problem-solving skills in work activities.

The student will demonstrate his mastery of simply manual and mental skills in the performance of work tasks requiring the use of materials and tools.

The student will identify the skills, tools, and materials needed to perform a job.

The student will demonstrate that simple manual and intellectual skills learned in the performance of work task can be applied to other work tasks.

BEHAVIORAL OBJECTIVES

The student will identify ways in which he is a distinct individual.

The student will identify and discuss the reasons why some work activities are personally satisfying to him.

The student will participate in various activities which will help in expanding interests.

The student will give examples of things he likes to do and things he does well.

The student will identify attitudes and behaviors which help him and others to perform a task.

The student will demonstrate that he perceives things differently from other people.

The student will demonstrate that he perceives things differently from time to time.

The student will indicate things that he feels are important to him and others in his immediate world and discuss why he thinks these things are important.

The student will identify ways he and others make contributions in work and play activities.

The student will discuss what he learns about himself as a result of engaging in new tasks.

The student will identify and discuss the attitudes and behaviors which enables him to work and play cooperatively.

The student will demonstrate that his perception of people may differ from the perceptions of others.

SOCIETY

Level I (K-2)

BEHAVIORAL OBJECTIVES

The student will identify people who are working together toward a common goal and explain how the work of each person contributes to the achievements of that goal.

The student will identify and discuss how customs, traditions, and attitudes of society relate to work.

The student will identify those needs of society which various individuals fulfill.

The student will identify benefits and rewards he receives for his work and from the work of others.

The student will discuss rules which protect people who produce and use goods and services.

ECONOMICS

Level I (K-2)

BEHAVIORAL OBJECTIVES

The student will discuss why and how man must work to produce goods and services.

The student will discuss how people balance their needs and wants with available resources.

The student will identify his basic economic needs and wants and discuss the ways these are provided.

The student will discuss how changing demands for goods and services affect job opportunities.

The student will identify and discuss different kinds of work which are related to various goegraphical areas.

TECHNOLOGY — Level I (K-2)

BEHAVIORAL OBJECTIVES

The student will express his creative ability by using tools to construct projects from resources.

The studnet will demonstrate that the use of a variety of tools and materials will enable him to complete a task.

The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.

The student will identify and discuss things that change naturally or by man's intervention.

The student will examine the implication for man's work and leisure time when confronted with specific examples of withdrawing technology from his life.

The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials, and processes.

The student will observe and discuss how technology which helps man can also cause problems if not properly used.

CAREER — Level II (3-5)

BEHAVIORAL OBJECTIVES

The student will role play specific occupations based on his interest and hero images.

The studnet will cite examples of kinds of work people do outside his immediate experience that directly affect his life.

The student will demonstrate activities connected with a task, e.g., deciding, performing, supporting, and concluding.

The student will trace the vocational history of a real or imaginary individual with emphasis on the variety of jobs held.

The studnet will demonstrate his special interests through school or non-school activities.

The student will demonstrate that hobbies and interests combine elements of both work and play.

The studnet will provide examples of hobbies that may develop from interests.

The student will classify workers into occupational areas and characterize them as producing goods or services.

The student will discuss different kinds of preparation and performance necessary for various levels wihtin an occuaptional area.

The student will illustrate interdependency between various jobs within occupational areas.

The student will analyze various work activities in terms of the processess, skills, and concepts derived from basic education necessary to their accomplishments.

The student will combine attitudinal, mental, and manual skills in the accomplishment of a variety of jobs.

The student will analyze the relationship between the skills, tools, and materials used in doing different jobs.

The student will support by example ways in which general attitudinal, intellectual, and manual skills used in various occupational areas are transferable in the accomplishment of a variety of jobs.

SELF

Level II (3-5)

BEHAVIORAL OBJECTIVES

The student will assess his strengths and limitations in terms of the degree to which he can exercise control over them.

The studnet will identify and discuss how an individual may obtain personal satisfaction from his occupation.

The student will relate his interests and abilities to specific occupational roles.

The student will assess the relationship between his developing interests and his abilities.

The student will analyze his attitudes and behaviors as they affect his performance in specific tasks.

The student will demonstrate behaviors which indicates positive attitudes towards task performance.

The student will compare and contrast his interpretation of work environments of specific jobs with the way others interpret these environments.

The student will identify the persons and things that constitute his environment and affect the way he views work.

The student will determine how his values affect his attitude and performance in work situations.

The student will clarify his values by participating in activities which bring values into conflict.

The student will identify his emerging values and compare these beliefs held by most people.

The student will analyze how he and others have helped in the completion of various tasks.

The studnet will draw conclusions about self after performing tasks which are increasingly challenging and compatible with his development.

The studnet will discuss the processes required to complete a task and compare and contrast the ones he prefers to do.

The student will identify and discuss those attitudes and behaviors towards others which help him maintain a good working relationship.

ECONOMICS — Level II (3-5)

BEHAVIORAL OBJECTIVES

The student will examine how the work of many men has made possible a continuing increase in goods and services produced in our country.

The student will compare and contrast the economic incentives of our system with those of various cultures.

The student will compare job opportunities today with those of the past in terms of the economic growth of our country.

The student will examine plans and choices he and others must make to use available resources effectively, both as consumers and as producers.

The student will investigate how different people have provided for their basic economic needs and wants.

The student will investigate economic conditions which affect the number and variety of jobs available.

The student will identify geographical factors, i.e., climate, topography, resource, location, etc., and discuss how they affect work.

BEHAVIORAL OBJECTIVES

The student will make his creative ideas materialize through the use of technology and resources.

The student will construct projects and discuss the technology needed to complete the task.

The student will compare and contrast technology used by various cultures to satisfy needs and desires.

The student will relate and apply technology to his general studies.

Students will compare and contrast inventions and discoveries which have changed man's work.

Students will identify and discuss jobs that have appeared as a result of technological developments.

The student will construct imaginary accomplishments in technology that he would like to see occur and assess their implications for man's work and leisure time.

The student will trace and analyze the development of technology in one or more broad areas.

The student will analyze ways man can enhance his total environment if technology is used to his advantage.

*activities

Studies of job failure in mentally retarded populations have consistently indicated that most retarded individuals lose their jobs, not because of inability to do the work, but rather because of failure to adjust to the social demands of the world of work (Gold, 1973, Kolstoe, 1961, Kolstoe and Frey, 1965.). In addition, there is some evidence that retarded individuals are unrealistic in the establishment of their vocational goals (Knight, 1972). Introducing vocational and career education to the retarded child at the secondary level may well be too late. Job attitudes and work habits are formed early. By exposing young retarded children to the world of work and by fostering proper work attitudes and habits early, a sound foundation can be established for later success on the job. Thus curricula for the primary and intermediate level special class should contain experiences for each of these two areas. It is the purpose of this paper to aid teachers in reaching this end by providing them with a starting place: some field tested creative teaching ideas.

THE WORLD OF WORK

While even preprimary level retarded children are generally aware that people work, retarded children are often unaware of the myriad of occupations that exist in modern society and they are even less aware of the requirements needed to fulfill those jobs. If one was to ask a retarded child what he wished to be when he finished school, likely responses would be: "an airplane pilot", "A race car driver", "A nurse", etc. If the child was then asked what a person needs to know or do to become qualified for such work, chances are the retarded child would be unable to answer. Thus, the purpose of career education for the young retarded child should be: 1) to introduce them to typical occupations performed by average citizens as opposed to the highly idealized and publicized jobs to which they are

typically exposed, 2) to acquaint them with the qualifications needed for, and the duties and responsibilities expected in these occupations, and 30 to aid studnets in establishing effective vocational choices by comparing their interests and abilities with the requirements of the various jobs surveyed. The following activities are designed to aid in accomplishing this goal.

Job of the Week

Before the mentally retarded can develop an interest in jobs within their capabilities, they must be introduced to these jobs. A simple means of providing exposure to a wide variety of occuaptions is to select a new job for discussion each week. A special section of the bulletin board can be set aside for pictures and other information illustrating this job. Each day, a specific period of time, preferably 15 to 20 minutes, should be set aside for discussion of the "Job of the Week." On the first day of the school week, the new job should be introduced to the class, the appropriate section of the bulletin board pointed out, and a discussion should be conducted on basic aspects of the particular job. On each of the following days of the week, a brief discussion should be devoted to a different aspect of the "Job of the Week." Topics for discussion and presentation might include: skills and abilities required on the job, tools and equipment required on the job, the role the job plays in the community, the need for persons interested in performing the job, etc.

Job Work Sheets

Studies of memory in the mentally retarded have generally indicated that their short-term memory is defective (Robinson & Robinson, 1965). This leads to problems in the acquisition of new information. However, once a retarded

individual has thoroughly learned something, he is just as likely to remember it as anyone else. Thus, if a retarded child is provided with but one brief exposure to a new occupation, he will likely forget much of the important information concerning this job. However, if the child is given multiple exposures to the important aspects of the job, his recall will be greatly improved. An effective means of following up discussions of jobs available in the community is through "Job Work Sheets." These work sheets are essentially drill sheets prepared on standard spirit masters and duplicated for the class. At the lowest level, these sheets might involve matching a picture of a worker with a job (fireman with crew putting out fire) or a tool with a worker or job. At a more complex level, they might involve reading a brief question and selecting the correct answer.

Meet the Worker

An extremely motivating way to introduce students to the world of work is through a modification of the television show "Meet the Press." By periodically having representatives of the various occupations discuss their job in your class (or for several classes together), students are afforded the opportunity to ask the experts. It has been the authors' experience that obtaining interviews with workers has been surprisingly easy. Most companies are more than willing to release or supply persons to serve in this capacity. Whenever possible, a "meer the worker" session is invaluable means of reinforcing the "Job of the Week."

Job Analysis

If mentally retarded individuals are to develop realistic vocational choices, they must be made aware of the requirements of various jobs as well as their own strengths and weaknesses. One means of increasing pupil awareness in these areas is th have students perform a job analysis on

different occupations. In this activity, the student is read a story, shown a film or otherwise exposed to a specific job. After this presentation the teacher conducts a class lesson aimed at analyzing the attributes needed to fulfill the requirements of this job. Generally, this lesson would consist of a class discussion in which students explored questions such as: does a person who works at this type of job need to be able to stand on his feet for long periods of time, lift heavy weights, distinguish between fine shades of colors? , etc. These discussions should be followed up with discussions of individual strengths and weaknesses as they relate to the job presented (e.g., could Betty load cement bags on a truck?).

What's My Job?

Assuming teachers have introduced a program to expose children to the world of work and the requirements of various occupations, a way to increase motivation and reinforce information previously learned is through the game "What's My Job?" "What's My Job?" is basically a modification of the T.V. panel show "What's My Line?" To start the game, the teacher thinks of a job and the students must ask questions which can be answered by a yes or no in order to gain cues about the job. When a student thinks he knows the job, he may raise his hand and guess. If he is correct, he wins the game and may be the one to pick the next job. If incorrect, he may not guess again, though he may continue to ask a yes or no type question and confer with others who are preparing to guess.

Class Business

In addition to exposure to the various types of occupations available, it would also be advantageous for retarded individuals to be exposed to business operations. This exposure should not be aimed at producing future

entrepreneur. Rather it should be cursory, designed primarily to enhance the retarded child's understanding of the factors involved in even the smallest business. A class business can be an excellent way to accomplish this end.

Such an operation should be constructed along lines similar to that of Junior Achievement. While the teacher or school will supply ample capital to initiate the business, students must return a portion of their income toward paying off the loan granted them for initial wares and toward the purchase of new materials. Class art projects, foodstuffs from the class kitchen, car washes, etc., can be excellent starting places for a class business.

WORK HABITS AND ATTITUDES

Vocational education for the elementary age level mentally retarded child should emphasize the development of adequate work habits and good job attitudes as opposed to specific job skills or "on-the-job" training. This is not meant to suggest that these latter skills have no place in the curriculum for the young retardate. Early work experience such as those in the school cafeteria or with the school janitor can provide the young retardate with some invaluable initial on-the-job training. Likewise, many of the skills subsumed under the heading of practical arts are actually skills which will be useful to the vocational training of the mentally retarded.

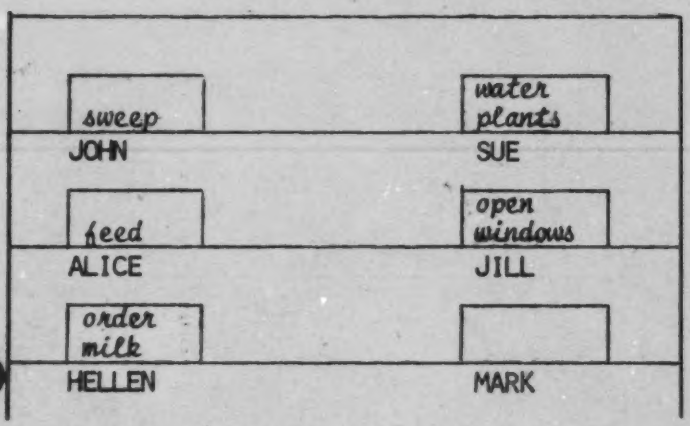
Sign-in Sheets

By requiring students to sign in and out of the classroom, the teacher can reinforce one of the most primary prerequisite to success on the job, that of being on time. The sign-in sheet may be varied in complexity to suit the level of the class. At the lowest level, it could consist of

laminated cards bearing a photograph and name of the child and a space for the child to write in his time of arrival -- in grease pencil -- copied from a digital clock. The higher level students could be expected to fill out a work sheet providing their name, the time, etc. Whatever format is used, the activity should resemble punching a time clock on a job. To provide transfer, much discussion could be centered upon who was earliest, latest, came at the same time as, etc. One novel method seen by the authors consisted of a teacher-made tape recording of the time, each minute repeated every fifteen seconds before the "new" time was given. This tape was begun five minutes before class and played for ten minutes. Students had to write the time they heard on the tape, then put their paper in a time clock for validation.

Work Wheels

The ability to assume responsibility is essential for success on even the simplest of jobs. Assigning students a certain job to perform each day is one means by which to develop responsibility in not only performing as assigned task, but being aware of a responsibility that changes daily or weekly. A work chart or wheel may be constructed by the teacher and class. It may be a simple slot chart or a large wheel which matches a student to a job. Nothing more than the name of a job is necessary because a "reference" book may contain an illustrated description of each job.



Tool License

A simple means of providing status (reinforcement) for gaining skill with various equipment and tools which gives a realistic view of job qualifications to students is the "TOOL LICENSE." Such licenses may be limited in design only by the teacher's imagination and creativity. A wallet size card which depicts the tool and bearer's name and perhaps picture can be obtained by each student who successfully demonstrates his skill by a series of training periods and competency checks. Such licenses may be given for scissors, ruler, paper cutter, claw hammer, stapler, staple gun, etc. No large classroom chart need be kept, because part of the status of achieving the particular tool or to help train another individual. A plain white card may indicate "apprentice" status and a colored card with picture and a place for the bearer's signature may indicate "journeyman" status. A scissors license, for example, may require competency checks on safely carrying, passing, and holding, scissors as well as cutting along lines marked on duplicated work sheets of varying difficulity.

Task Sheets

One of the most important concepts for retarded individuals to internalize is the notion that a certain amount of work must be accomplished in a day's time. Various assignments may be listed, such as work sheets for math, spelling, and reading. The classroom task such as sweeping or opening windows may also be put on the TASK SHEET. Another item might be the particular "special" classes that may be a part of the day's activities such as Music, P.E., Art, etc. A space may be provided for the studnet to check or have the teacher check off each completed task. These sheets may be taped to the desk, hung at a work area, locker, or mailbox so both student and teacher will have ready reference to the progress being made.

Job Evaluation

Qualify becomes an important aspect of work and should be introduced early. Students are not always aware of the vast gradations between not doing a job and doing it well. Establishing a quality evaluation rather than a simple "done" - "not done" standard can be essential in developing pride and extending skill attainment. At first, such quality checks can be simple levels such as "not done," "not OK," "needs improvement," "OK," and "Good." Using general descriptors allows for variations of ability and for working up to one's ability level. Care should be taken to use an absolute standard at both ends of the scale, however. This provides needed reality which enables a mentally retarded child to assess his own ability level when called upon to do so. Special days may be set up, or informal, intermittent procedures may be used.

Worker of the Week Award

A weekly award for a selected good worker (not necessarily the best) can be established as a good means of reinforcing good work habits or production. Varying criteria such as "most improved" or "consistent high quality" may be used. A plaque, certificate, picture on the bulletin board, etc., may be used with whatever ceremony the teacher may wish to include. Using the principal to present the award can elevate the Worker of the Week Award to a very high level of status.

Hopefully the above ideas will provide special educators with at least a meaner start towards providing for the vocational and career education needs of the young retardate. With a little extra effort, the classroom teacher can lay a solid foundation for the future vocational success of his or her pupils. If the present article helps in any way towards this end, it has more than fulfilled its purpose.

PROCEDURES IN TEACHING PRE-VOCATIONAL CONCEPTS AT THE ELEMENTARY LEVEL

1. The average elementary teacher of EMR children has little or no idea what career education means. They also have little understanding of the work study program at the high school level.

2. Many of the teachers associate a pre-vocational program as an actual employment program dealing with finding and working on a job.

3. Most of the teachers come from middle class backgrounds. Because of that background, they are generally unfamiliar with unskilled and semi-skilled jobs. They have little knowledge of job skills, procedures and social conditions that EMR students may encounter in the world of work.

4. Most of our elementary EMR classes are geared to straight academic programs. They closely resemble regular grades along that line. The teachers leave little time for academic skills, that can be tied in with the world of work.

5. The academic program consumes most of the day. The social living concepts are often of secondary importance.

6. Resource teachers have the students for only a short time during the day. The rest of the time they are with their regular class. The resource teacher must remediate academic skills. They also have little or no time for pre-vocational concepts or social living experiences.

7. Few teachers give dignity to the world of work, especially in the unskilled and semi-skilled areas.

8. Self-evaluation measurements are rarely used with EMR students on the elementary level, outside of report cards. Contingency management has given some direction here but it is not universally accepted by teachers. Students must know how to evaluate themselves realistically in order to maintain employment later in life.

9. Some teachers in poverty areas are reluctant to talk about pre-vocational concepts because of the high percentage of welfare cases in their classes. They feel it will embarrass the students and parents.

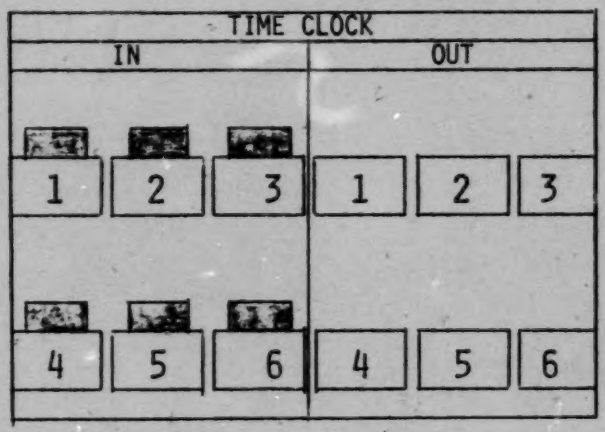
10. Because there are practically no materials in career education on the elementary level, teachers are reluctant to involve themselves in such areas. They must have materials or feel the area in limited in curriculum development. Many are limited in creating their own materials which is the backbone of such a program.

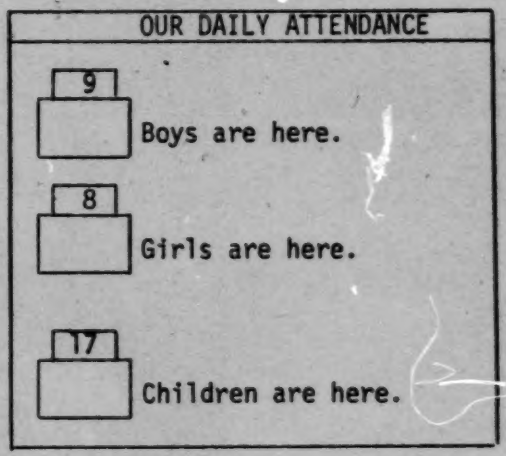
11. Many teachers have not attempted to place their students in jobs on campus. The students can make excellent contributions working in the cafeteria, office and aid the custodian.

12. There is a whole body of work to be done building pre-vocational communications between all levels; from primary to high school. Teachers always complain that they have no idea what is being taught at the next level. This is most apparent, especially at the intermediate and junior high level. A thorough social living curriculum with a pre-vocational and career education base is vitally needed.

TIME CLOCK AND ATTENDANCE CHART

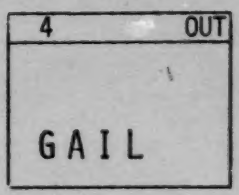
Develops the concept of checking in and out daily as found in much of the world of work. The attendance chart is used in conjunction with the time clock and is an aid to development of arithmetic skills. Notation and addition are furthered.

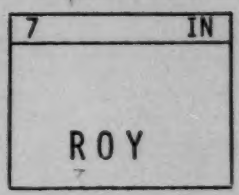




EXAMPLES OF TIME CARDS

Primary





Intermediate

17 IN

MIKE

M	T	W	TH	F
X	X	X	X	X
8	9	XO	11	12
15	16	17	18	19
22	23	24	25	26

2 OUT

MARY

M	T	W	TH	F
X	X	X	X	X
8	9	XO	11	12
15	16	17	18	19
22	23	24	25	26

IN

BILL

M	T	W	TH	F
X	X	X	X	X
8	9	XO	11	12
15	16	17	18	19
22	23	24	25	26

PERSONAL INFORMATION CHARTS

Information that is needed to complete all types of forms in our society. Application forms, drivers licenses, and marriage certificates are but a few one encounters in the adult world.

1 - My name is PAUL TREEN
2 - My birthday is MAY 7, 1964
3 - My address is 21 OAK STREET
4 - My city is STOMFORT
5 - My county is KING
6 - My state is IDAHO
7 - My zip code no. is 46132
8 - My telephone number is 421-2111

1 - My name is MARY FAIN
2 - My age is 4
3 - My birthday is JULY 3, 1965
4 - My teacher is MR. JACUSTA
5 - My principal is MRS. LOUIS
6 - My school is THEBES

BEHAVIOR MODIFICATION CHART

Students are allowed to bid for any job in the room. Most interesting jobs require the most points. Points are accumulated generally for complete work.

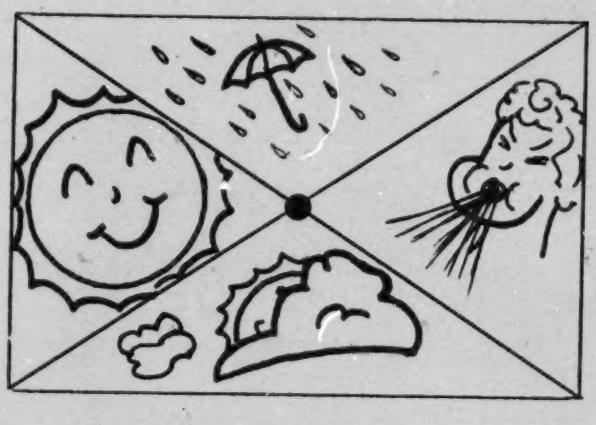
WORK CHART

JOBS	POINTS	NAMES
Errands	70	JOHN
Tickets	40	DORIS
Sweeper	80	JANET

WEATHER AND DATE CHARTS

Learning about the weather is also in level to the world of work. Children must know what is the correct clothing for all types of weather. Learning about dates relates to when we come to school and when we do not. This carries over to the holidays and weekends that people are off from work.

Primary



What is the weather today?
MARCH

SUN.	MON.	TUE.	WED.	THUR.	FRI.

Intermediate

DATE-WEATHER CHART

1 - The day is THURSDAY

2 - The date is 3

3 - The month is OCTOBER

4 - The year is 1976

5 - The weather is CLOUDY

6 - The temperature is 65

Weather Calendar
FEBRUARY

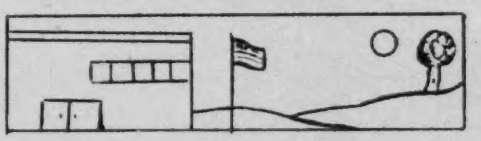
SUN.	MON.	TUE.	WED.	THUR.	FRI.
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27

EXPERIENCE CHARTS

The students construct an experience chart. The emphasis is on people who work in the community.

Primary

The Telephone Company



Our class went to the telephone company. We saw how telephones work. The trip was fun.

The Market

1 - Manager

2 - Checker

3 - Box Boy

4 - Stock Clerk

5 - Deliveries

6 - Custodian

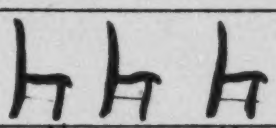
Employees At The Tuna Plant

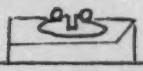
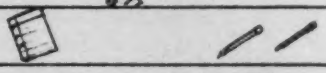
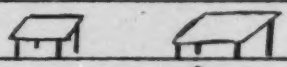
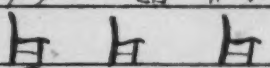
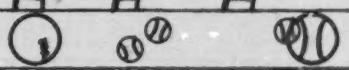
1 - Fish Smeller	-	He checks all the fish with his nose.
2 - Fisherman	-	He catches all the fish on his boat.
3 - Fish Cutter	-	He cuts up all the tuna fish.
4 - Workers	-	They separate all parts of the fish.
5 - Loader	-	He loads all the cans of tuna fish.
6 - Guide	-	She showed us around the plant.
7 - Manager	-	She runs the plant.
8 - Salesman	-	He sells the tuna fish to the stores.
9 - Custodian	-	He cleans up the plant after the workers go home.

JOB CHARTS

Students are given the responsibility of assisti.. in management of the room environment. Successful application of room jobs have a carry ober to successes in later life. Students begin to understand their ole in the world of work. Also, dignity is given to many forms of work that is generally overlooked. Semi-skilled and unskilled work is given ignity and purpose.

Primary

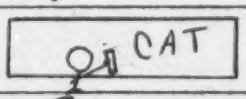
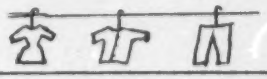
JOBS IN THE ROOM		
	Chairs	CHARLES
	Sink	MAUD
	Closets	TIM
	Games	OLIVIA

JOBS OF THE WEEK		
1 - Sink		ROY
2 - Errands		MARY
3 - Supplies		JOE
4 - Tables		LOU
5 - Clothing		TIM
6 - Chairs		DORA
7 - Balls		MARK
8 - Games		HERBERT

Photographs are better with Primary students.

(3rd chart next page)

Intermediate

JOBS IN OUR ROOM			
JOBS	PICTURE	WORLD OF WORK	
1 - Sweeper		House Cleaning	LEX
2 - Sink		Dish and Car Washer	STANLEY
3 - Supplies		Stock Clerk	ANGIE
4 - Errands		Deliveries	EILEEN
5 - Washer		Dish and Car Washer	BOBBY
6 - Equipment		Stock Clerk	GLORIA
7 - Board		Cleaning	MARGARET
8 - Games		Attendant	BRETT
9 - Chairs		Services	STEVE
10 - Tables		Services	PATTY
11 - Clothing		Services	MARTY

READING A JOB SIGN

The teacher puts up a sign for an unusual job or daily routine. The sign is put up and a student volunteers to read it. This enhances reading as well as pre-vocational competencies.